

A R LEWIS ELEMENTARY

1755 Shady Grove Road
Pickens, South Carolina 29657

GRADES K-5 Elementary School

ENROLLMENT 260 Students

PRINCIPAL Kathy Brazinski 864-868-9047

SUPERINTENDENT Dr. Mendel Stewart 864-855-8150

BOARD CHAIR Mr. Dan Sharpe 864-878-3847

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	60	29	0	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Good	Average	N/A
2003	Good	Average	Yes
2004	Good	Average	Yes

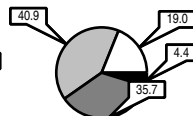
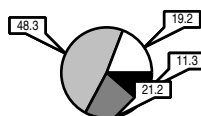
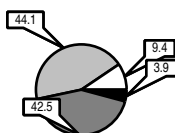
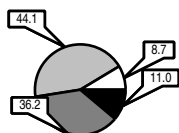
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

68.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	132	100.0	9.4	44.1	42.5	3.9	61.4	Yes	Yes
Gender									
Male	64	100.0	7.9	42.9	44.4	4.8	63.5		
Female	68	100.0	10.9	45.3	40.6	3.1	59.4		
Racial/Ethnic Group									
White	131	100.0	9.5	44.4	42.9	3.2	61.1	Yes	Yes
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	112	100.0	4.7	41.1	49.5	4.7	69.2		
Disabled	20	100.0	35.0	60.0	5.0	0.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	132	100.0	9.4	44.1	42.5	3.9	61.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	131	100.0	9.5	44.4	42.1	4.0	61.1		
Socio-Economic Status									
Subsidized meals	71	100.0	13.6	47.0	37.9	1.5	51.5	Yes	Yes
Full-pay meals	61	100.0	4.9	41.0	47.5	6.6	72.1		

Mathematics - State Performance Objective = 15.5%									
All Students	132	100.0	8.7	44.1	36.2	11.0	65.4	Yes	Yes
Gender									
Male	64	100.0	7.9	34.9	41.3	15.9	74.6		
Female	68	100.0	9.4	53.1	31.3	6.3	56.3		
Racial/Ethnic Group									
White	131	100.0	8.7	43.7	36.5	11.1	65.1	Yes	Yes
African-American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	112	100.0	6.5	41.1	39.3	13.1	71.0		
Disabled	20	100.0	20.0	60.0	20.0	0.0	35.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	132	100.0	8.7	44.1	36.2	11.0	65.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	131	100.0	8.7	44.4	35.7	11.1	65.1		
Socio-Economic Status									
Subsidized meals	71	100.0	10.6	48.5	37.9	3.0	54.5	Yes	Yes
Full-pay meals	61	100.0	6.6	39.3	34.4	19.7	77.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	46	100.0	13.3	33.3	51.1	2.2	53.3
	Grade 4	46	100.0	25.6	51.2	20.9	2.3	23.3
	Grade 5	46	100.0	24.4	53.7	22.0	N/A	22.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	42	100.0	9.5	35.7	47.6	7.1	54.8
	Grade 4	43	100.0	17.1	51.2	29.3	2.4	31.7
	Grade 5	47	100.0	2.2	46.7	48.9	2.2	51.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	46	100.0	6.7	57.8	26.7	8.9	35.6
	Grade 4	46	100.0	7.0	55.8	20.9	16.3	37.2
	Grade 5	46	100.0	14.6	56.1	19.5	9.8	29.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	42	100.0	4.8	45.2	42.9	7.1	50.0
	Grade 4	43	100.0	14.6	46.3	29.3	9.8	39.0
	Grade 5	47	100.0	6.7	42.2	35.6	15.6	51.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 260)				
First graders who attended full-day kindergarten	96.8%	N/C	100.0%	100.0%
Retention rate	1.5%	Down from 1.7%	3.0%	2.7%
Attendance rate	96.9%	Up from 96.3%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.0%		4.8%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.0%		3.3%	3.5%
Eligible for gifted and talented	16.5%	Up from 14.1%	15.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.7%	Down from 11.4%	9.3%	8.2%
Older than usual for grade	0.0%	Down from 0.4%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 23)				
Teachers with advanced degrees	52.2%	Up from 43.5%	51.5%	51.4%
Continuing contract teachers	100.0%	No change	90.9%	87.5%
Highly qualified teachers**	85.7%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	96.9%	Up from 91.4%	87.7%	86.7%
Teacher attendance rate	95.9%	Up from 94.9%	95.0%	94.9%
Average teacher salary	\$39,818	Down 0.4%	\$40,867	\$40,760
Prof. development days/teacher	15.1 days	Down from 15.8 days	12.4 days	12.4 days

School				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	N/R	N/R	19.3 to 1	18.9 to 1
Prime instructional time	90.6%	Up from 89.8%	90.2%	90.0%
Dollars spent per pupil*	\$7,826	Up 8.9%	\$5,838	\$6,044
Percent of expenditures for teacher salaries*	57.6%	Up from 57.2%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.6%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Albert R. Lewis Elementary is a small family oriented school nestled in the foothills of Pickens County. Our school embraces the five initiatives of Schools of Promise to mentor, prepare, protect, nurture, and serve. After being honored as a Flagship School in 2003, the Schools of Promise can readily be seen by the visibility of red wagons, a symbol of pushing and pulling one another along. The faculty, staff and students integrate these initiatives into the curriculum creating an atmosphere of educating the well-rounded child.

Albert R. Lewis Elementary serves 276 students, K-4 through 5th grade. We are committed to provide students and parents with many opportunities such as parenting classes, a GED program, and computer classes for adults. As a second year School Wide Title I school, we emphasize scientifically research-based programs such as Project Success, Reading Recovery, Fast Forward, Lightspan, Edutest, Write from the Beginning and Accelerated Reader.

Our school has been fortunate to be recognized with many awards. In 2004, we were awarded the State Superintendent's Service Learning Award for strengthening the bond between the school and community and the Beaumont Foundation Technology Grant containing two wireless laptop mobile labs. We also received the State Education Department Red Carpet Award and the Federal 21st Century Community Center Grant that helps children after school to enhance academics and provide enrichment. In addition, Albert R. Lewis was the recipient of the Palmetto Silver Award for academic achievement in 2003. Four teachers have been honored as Golden Apple Teacher Award winners. Other awards include: top Service Learning award in the district, 1999; Kellogg Grant recipient; Landscapes for Learning, and DHEC Champions of the Environment, 2000. The school, teachers and students have won local, state and national recognition for their commitment to the school and community. Two students in the last 3 years have won the Lt. Governors' District Writing Award.

Albert R. Lewis has 59% free/reduced lunch and maintains above average test scores. The school is the center of the community with an active PTA and School Improvement Council. We are fortunate to have a full time nurse on staff to assist our families and students in times of need.

Through our school and community efforts we have hosted 7 Americorps teams to serve as mentors, collaborated yearly artists in residence programs and have developed a "classroom without walls" backyard habitat.

We are honored to be a part of the "High Performance Partnership" through the South Carolina Chamber of Commerce. Our business partner, St. Jude Medical, in Pickens, has been a true partner and takes a genuine interest in the students and provides enthusiastic mentors in the classroom.

Dedicated teachers emphasize academic excellence while meeting the daily needs of each child, nurturing them and guiding them through the process of becoming productive members of society. Albert R. Lewis extends the Red Carpet to all who come through our doors while pulling the red wagons in our quest to assure that "Every Child is a Superstar and No Child Is Left Behind."

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	24	46	39
Percent satisfied with learning environment	95.7%	91.3%	92.3%
Percent satisfied with social and physical environment	100.0%	87.0%	86.8%
Percent satisfied with home-school relations	95.7%	95.7%	71.8%

*Only students at the highest elementary school grade level at this school and their parents were included.